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ABSTRACT

This instrument provides questions for determining parental attitudes toward aspects of the bilingual education programs in which their children participate. The questions appear in both English and Spanish. Techniques for administering the questionnaire are suggested along with possible uses of the information. (VM)

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PARENT QUESTIONNAIRE

Developed By:

Las Cruces Public Schools

E.S.E.A. Title VII

Las Cruces, New Mexico

Produced and Disseminated By:

The National Consortia for Bilingual Education

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I. INTRODUCTION

This instrument was developed for use with parents of children participating in bilingual education programs. In order to efficiently and effectively use the instrument, the following suggestions for its administration have been developed by the NCBE. The techniques suggested for administering the questionnaire are discussed as exclusive techniques; however, in its administration, the user may want to consider integrating several of the suggestions. Ideas for application of the information gathered from the questionnaire are also provided for consideration.

The questionnaire immediately follows these suggestions for administration and use.

II. SUGGESTED TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE

The following techniques are suggestions for administering the parent attitude questionnaire. It should be noted that the suggestions are presented in order of desirability: the first technique, personal interview, is the most desirable method. However, the choice of administration technique(s) is left to the requirements and discretion of the implementers of this instrument.

A. PERSONAL INTERVIEW TECHNIQUE - This technique is best utilized when interviewers are able to visit the homes of the parents being surveyed. This procedure allows the interviewers to select the parent sample and provides assurance that the data will be gathered from those parents selected. The personal interviews should be conducted by individuals who either are familiar to the interviewees or who can easily establish a rapport with the parents. Such persons as community aides, teacher aides, and students are often more effective in gathering reliable data than are professional school personnel due to the fact that often they can relate better to the parents. The interviewers should be given an

in-service session on such areas as: how to conduct an interview, familiarization with the instrument, expected response patterns, etc.

Advantages of the Personal Interview Technique:

(1) Provides the most reliable type of information if the interview is handled adequately;

(2) Provides a means for interviewers to pick up additional information from parents regarding the program;

(3) Provides a personal contact with parents, some of whom may never participate in school meetings or programs;

(4) Provides the parents with information regarding the program and also can clarify misconceptions stated by parents during the interview.

Disadvantages of the Personal Interview Technique:

(1) More expenses are incurred with this technique than with the other techniques to be mentioned;

(2) More time is spent in gathering the information in comparison to the other techniques.

B. <u>GROUP TECHNIQUE</u> - This procedure is conducted by asking parents to come to a meeting and administering the questionnaire to the group with each parent marking his

own response on his questionnaire. The purpose of the instrument can be explained and items on the instrument can provide discussion points once the questionnaire is completed.

Advantages of the Group Technique:

(1) Reliable information can be gathered if the parents are properly introduced to the instrument;

(2) Less time and money are involved on the basis of cost/time per interview than are involved using the personal interview technique;

(3) Contents of the instrument can be discussed after the questionnaire is completed.

Disadvantages of the Group Technique:

(1) Only those parents who are inclined to come to meetings will be interviewed, thereby biasing the information gathered.

C. TELEPHONE INTERVIEW TECHNIQUE - The use of this procedure in collecting data is successful with some types of parents - mainly those who are involved with the program and understand the purpose of gathering parent attitude information. The person who is conducting the interview over the telephone must be familiar to the interviewee in order to get a somewhat valid response.

Advantages of the Telephone Interview Technique:

(1) Provides a savings in terms of time and travel;

(2) Allows the interviewer to provide information to the parent if necessary;

(3) Allows the interviewer to gather additional information concerning the project.

Disadvantages of the Telephone Interview Technique:

(1) Provides an uncomfortable position for many parents who may not know the person interviewing them or who are hesitant about responding to the questions;

(2) Difficult to get reliable information;

(3) Can interview only those parents who have a telephone.

D. <u>MAIL-OUT TECHNIQUE</u> - This procedure is initiated by developing a letter of explanation regarding the instrument and mailing both the instrument and the directions to the parents.

Advantages of the Mail-Out Technique:

(1) Inexpensive;

(2) Requires little time on the part of project personnel;

(3) Reaches all parents in your project.

Disadvantages of the Mail-Out Technique:

(1) Probable very low return rate for the questionnaire;

(2) No way to determine the reliability of the information gathered;

(3) No direct communication involved between the project and the parents;

(4) Literacy problems incurred with some parents.

III. SUGGESTED USES OF THE INFORMATION

The following suggestions may give you a few ideas on how the information gathered from this instrument may be used.

- To determine how well your project personnel have communicated with the parents involved in the bilingual program;

- To provide information that has implications for modifying your instructional program;

- To provide information that has implications for modifying the parent involvement component of your program;

- To provide information on specific children in terms of their emotional adjustment to the program;

- To indicate specific parents who need to be further involved in the program.

PARENT QUESTIONNAIRE
EVALUACIÓN DEL PROYECTO POR LOS PADRES

	Strongly Agree Decididamente de Acuerdo	Agree De Acuerdo	Don't Know No Sé	Disagree No Estoy de Acuerdo	Strongly Disagree Decididamente No Estoy de Acuerdo
1. I am pleased my child participated in this project. Tengo gusto que mi hijo(a) participó en este proyecto.	___	___	___	___	___
2. Dual language instruction should continue and expand to include all children. Instrucción en dos idiomas debe continuarse y ampliarse para incluir a todos los niños.	___	___	___	___	___
3. Parents should not be consulted about the school calendar. No se debe consultar a los padres sobre el calendario escolar.	___	___	___	___	___
4. Teachers should stay with their classes one year only. Las maestras deben permanecer con sus grupos un año solamente.	___	___	___	___	___
5. I feel I have had an important part in the learning experiences the school provided for my child. Yo considero que he tomado un papel importante en las experiencias de aprendizaje que la escuela proporcionó a mi hijo(a).	___	___	___	___	___
6. Children learn more and forget less in a longer school year with short vacations. Los niños aprenden más y olvidan menos en un año escolar prolongado con vacaciones cortas.	___	___	___	___	___
7. Kindergartens should be continued. Las clases de kindergarten deben continuarse.	___	___	___	___	___
8. Parents' workshops should not be continued. Las sesiones de artes y oficios para los padres no deben continuarse.	___	___	___	___	___
9. Parents should visit school. Los padres deben visitar las escuelas.	___	___	___	___	___

	Strongly Agree Decididamente de Acuerdo	Agree De Acuerdo	Don't Know No Sé	Disagree No Estoy de Acuerdo	Strongly Disagree Decididamente No Estoy de Acuerdo
10. I feel welcome at school. Yo me siento bien recibido en la escuela.	___	___	___	___	___
11. Teachers should make home visits. Las maestras deben hacer visitas a las casas.	___	___	___	___	___
12. Teachers should plan teacher-parent conferences twice a year. Las maestras deben proyectar conferencias de padres y maestros dos veces al año.	___	___	___	___	___

Features of the project which should be continued are:
Aspectos del proyecto que deben continuarse:

13. Extended school year. El año escolar prolongado.	___	___	___	___	___
14. Emphasis on culturally centered curriculum. Enfasis en planes de estudio culturalmente centralizados.	___	___	___	___	___
15. Bilingual aides. Asistentas bilingües.	___	___	___	___	___
16. Teachers advancing each year with their students. El progreso de año juntamente de maestra-alumno.	___	___	___	___	___
17. Non-graded primary. Progreso continuo sin reprobación.	___	___	___	___	___
18. Increased emphasis upon parental and community involvement. Enfasis acentuado sobre la participación de parte de los padres y de la comunidad.	___	___	___	___	___

	Strongly Agree Decididamente de Acuerdo	Agree De Acuerdo	Don't Know No Sé	Disagree No Estoy de Acuerdo	Strongly Disagree Decididamente No Estoy de Acuerdo
19. Spanish/English monthly newsletter for parents. Circular noticiera mensual en español/ inglés para los padres.	___	___	___	___	___
20. Parent Advisory Board. Directiva Consejera de Padres.	___	___	___	___	___
21. Career training program for aides. Programa para las asistentas para continuar sus estudios.	___	___	___	___	___